SEND on a Page 2024-2025

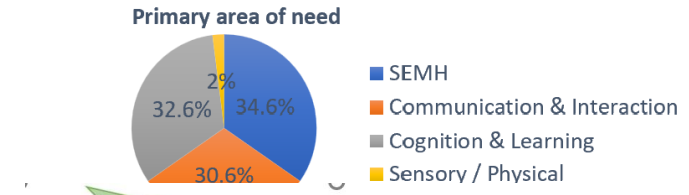
School context:

Updated: 07.10.24
Junior school 7-11
Number of children on roll: 236
2 form entry
Feeder infants: Riddings Inf (Somercotes Inf)
Feeder secondary: Swanwick Hall School (David Nieper Academy)

Attendance Data:
Updated: Sept 2024
Whole school attendance: 95.2%
SEND attendance: 95%
EHCP attendance 95.2%

We have 17 autistic children (14 boys and 3 girls) with 13 (8 girls 6 boys) children currently awaiting assessment on the Neurodevelopmental Pathway. We have 13 children with a diagnosis of ADHD (12 boys and 1 girl) with 8 children currently awaiting assessment on the NDP (3 girls and 5 boys).

Analysis of Learners primary need								
	Cog & L		Comm & Int		SEMH		S&Ph	
	MLD	SpLD	SL&C	ASD	ADHD	Emotional / anxiety		Total
EHCP - E				4	2	1		7
SEN Supp - K	15		3	10	10	6	1	44
Total	15		3	14	12	7	1	51
%	15 28%		17 32%		19 36%		2%	



At RJS SEMH continues to be our highest area of need for SEN Support. This year for EHCPs our highest area of need is Communication and Interaction ASD which is in line with National statistics.

Number of suspensions / permanent excl			
	EHCP	SEND Support	Other
22-23 /23-24	0	0	0

Attendance, exclusions and outcomes

Attendance school % National %					
Other 95.5%	All SEND	*EHCP*	*SEND Support*	PA SEND	PA Other
2023-24	94.3%	94.2%	94.3%	18%	18%
2023-24	94%	95.2%		21.9%	12.5%

End of KS Outcomes for children with SEND 2023-2024 (11 children)			
		EXS 2022-2023	EXS 2023-2024
Reading		36.4%	53%
Writing		27.3%	47%
Maths		27.3%	40%

SEND Analysis – whole school			
On roll	236	%	National data Jan 2024
EHCP	7	2.9%	2.5% (up from 2.3%)
SEN Supp GRIP / IFund	10	19%	13.6% (up from 13%)
SEN Support other	45		
Total	53	22%	18.4% up from 17.3%

We have a higher than average number of children with SEND at RJS compared to National.

Number of children with SEND by year group				
Year	EHCP	SEN Support	No on reg	% on reg
3	2	IPF 0 Other 11	13/60	22%
4	1	IPF 5 Other 9	15/57	26%
5	2	IPF 1 Other 8	11/59	19%
6	2	IPF 4 Other 8	14/57	24%
Total	7	45	53/236	22 %

Strengths and Key Priorities

3 ways we support children with SEND and their families:
- Inclusion at the heart of school
- Enabling access to high quality teaching for all
- Parental engagement

Our 3 key strengths in SEND:
- School investment – ethos, time, budget
- Whole School Provision Mapping including evidenced based interventions
- Inclusion staffing structure

Our 3 key areas for development for SEND:
- Early careers Teaching Assistant role development
- ~~Autism Advocates~~ Neurodiversity Advocates
- Maths Enabling Access for vulnerable learners

~~SEND Gender~~				
~~Year~~	~~Girls - EHCP~~	~~SEN Supp~~	~~Boys - EHCP~~	~~SEN Supp~~
	~~1~~	~~13~~	~~7~~	~~28~~
	~~12.5%~~	~~31.7%~~	~~87.5%~~	~~68.2%~~

~~**National data Jan 2023**~~
~~**62.8% of pupils with SEN support were boys – 37.2% girls**~~
~~**72.4% of pupils with an EHC plan were boys – 27.6% girls**~~

Enabling Access to Inclusive QFT

Enabling Access to quality first teaching through adaptive practice is crucial in securing best outcomes for our most vulnerable learners – 'Every teacher is a teacher of every child including those with SEND.'

Additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those with SEND.

Access is enabled through carefully planning and scaffolding learning, making the best use of EA Toolkits such as EEF, Widgit Online, SEND Handbook, Walsall QFT Handbook.

For our most vulnerable learners, their needs are detailed using a Child on a Page approach to support planning and reasonable adjustments.

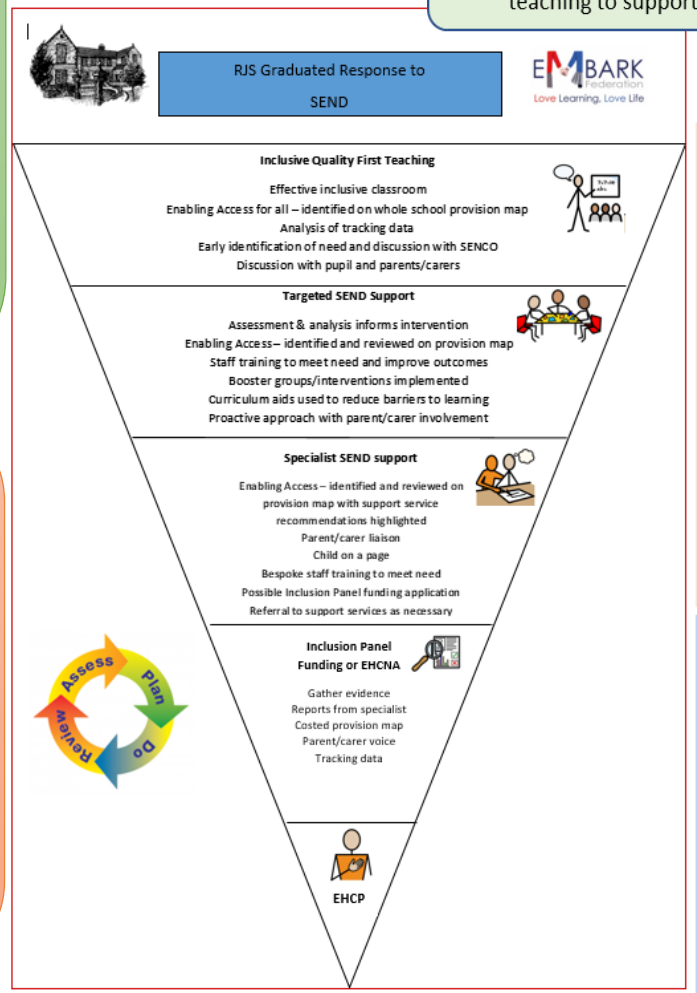
Inclusion Staffing Structure

Inclusion Lead /
Headteacher / Deputy Head / Phase Leaders
Class teachers
Wellbeing Mentors x 3
(Classroom role, Wellbeing & Early Help)
Lead Intervention Teaching Assistants x 2
Lower / Upper Phase
(Enabling Access overview / Intervention lead / Tracking and Monitoring)
SENTAs x 12
(Enabling Access in class support / small group / interventions / 1:1 for more complex need)

Whole School Provision Mapping

Identify and prioritise need collaboratively through the assess, plan, do, review cycle X 6 per year
Investment from all staff / outside agencies / SEND Governor
Allows SLT / Phase leaders / class teachers / WBM / LITAs to input across whole school

Evidenced based interventions delivered by trained WBM, LITAs and SENTAs in addition to high quality teaching to support vulnerable learners.



Support staff CPD Offer

Funded and supported qualifications
Role Reviews
Whole School Provision Mapping 2023-2024
Autism Advocates
Maths Focus – QFT scaffolding
Maths intervention
Inferential Reading Strategy
Precision Teaching
Live marking and feedback

SEND Top Up Funding (TUF)

EHCP x 8
£115,595 - 169 hours

SEN Support (IF or GRIP) x 6
£61,528 – 90 hours

Communication and Interaction

Enabling access to QFT
Adaptations to the classroom environment
Visual timetables / Visual cues / word mats – Widgit programme
SALT programmes
Talk Boost KS2
Black Sheep resources
Social Stories
PECS
Autism Advocates

Cognition and Learning

Enabling access to QFT
Visual timetables / Visual cues / word mats – Widgit programme
Sound Discovery
Phonics programme (whole class / intervention)
Precision Teaching
Nessy / Speedo Rosser
Dandelion Reading Programme
Yes we can read
Phonological Awareness Training
Plus 1 / Power of 2 / FirstClass@Number / Learning by Questions – Learning by Questions

SEMH

Enabling access to QFT
Sensory and movement breaks
Predictable routines and structures using visual cues Use of work stations where appropriate
Timers, motivating activities, reward systems
Positive approaches to behaviour management
Meet and Greet opportunities
Proactive plan for and support change/transition
'Fiddly things' – tactile objects to occupy hands
Wobble cushions / Hoki stool / Sensory chew resources / Sensory boxes

Sensory / Physical

Enabling access to QFT
Sensory and regulation breaks
Active Hands are Achieving Hands
Physical Literacy Programme
Sensory Tent / Room
Forest playground
Climbing wall
Go Noodle / Access to sensory breaks
Derbyshire Sensory toolkit
Adaptations to the environment as appropriate